



## La France Elementary

550 Williams Street  
Pendleton, SC 29670

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	469 Students	
<b>Principal</b>	Hope Atyeo	864-646-8010
<b>Superintendent</b>	Mr. Maurice Lopez, Interim	864-646-8000
<b>Board Chair</b>	Dr. Tom Dobbins	864-646-8000

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Good	At-Risk
2006	Good	Good
2005	Good	At-Risk
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

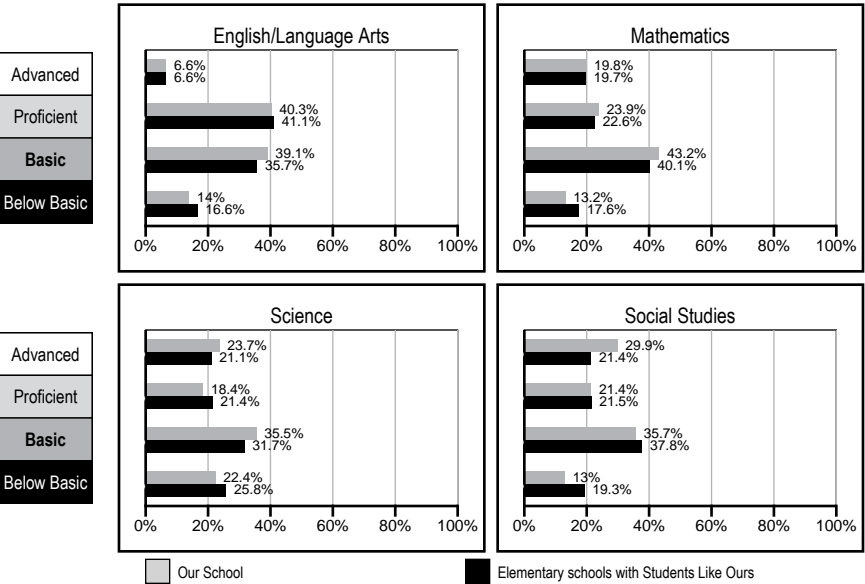
97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	22	61	4	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=469)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Up from 1.8%	2.2%	2.3%
Attendance rate	96.1%	Up from 95.9%	96.4%	96.3%
Eligible for gifted and talented	12.9%	Down from 18.0%	12.9%	10.4%
With disabilities other than speech	11.4%	Up from 8.5%	7.4%	7.5%
Older than usual for grade	1.5%	Up from 0.7%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	52.9%	Up from 47.1%	55.3%	56.7%
Continuing contract teachers	73.5%	Up from 67.6%	78.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.3%	Up from 76.9%	88.2%	86.4%
Teacher attendance rate	94.7%	Down from 95.5%	94.9%	94.9%
Average teacher salary	\$43,173	Up 2.5%	\$45,484	\$45,345
Professional development days/teacher	15.9 days	Up from 9.0 days	12.2 days	12.6 days
<b>School</b>				
Principal's years at school	1.5	Up from 0.5	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 21.9 to 1	19.3 to 1	18.5 to 1
Prime instructional time	90.5%	Down from 91.2%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,580	Down 0.9%	\$6,375	\$7,052
Percent of expenditures for instruction*	61.6%	Up from 58.6%	69.7%	69.1%
Percent of expenditures for teacher salaries*	50.8%	Down from 56.8%	65.4%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2007-2008 school year was one of new challenges, new goals, and many accomplishments. With new attendance zones came many new faces joining our La France family. We welcomed everyone with open arms and devised We Are Family, a mentor program to make everyone feel at home. We are now a Title One school and used our Targeted Assistance monies to hire reading specialists to work with students in grades one through three to reach our goal of having every child read on grade level by the end of this school year. We look forward to watching this program expand into the upper grades in order to reach our goal of all students reading on grade level by the end of next school year.

Technology continues to be infused into lessons and activities throughout our instructional day. Students use the computer labs for research; teachers creatively instruct their students with lessons created for SmartBoards and Airliners; and our mobile lab has brought numerous online activities to the classroom. Data from Measures of Academic Progress (MAP), a computerized testing program that provides immediate information on each child's progress in Reading and Math, assists our teachers as they flexibly group students to best meet each child's academic needs.

Our faculty and staff continue to participate in various professional development opportunities and grant writing. Our faculty carefully analyzed our school as we read and discussed Results Now by Mike Schmoker. We determined areas in need of improvement but realized we are actually doing many things well and want to continue with these activities. Our students had many opportunities for growth this year as we began new programs. An example of one such improvement involved our Accelerated Reader incentive program. We enhanced our Accelerated Reader program by starting a Jump for George incentive for reaching personal goals. Students were actually paid for reading – a huge hit with our students! Several teachers received monies from EIA and other grants and used these monies to write and perform plays, grow and sell plants through purchasing a greenhouse, and obtain guest artists and performers. Our students have had a wealth of experiences due to teachers and others willing to seek out ways to bring exciting opportunities to them.

Hope Morgan Atyeo, Principal  
Viola Austin, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	55	21
Percent satisfied with learning environment	92.1%	78.2%	85.7%
Percent satisfied with social and physical environment	97.4%	87.3%	81.0%
Percent satisfied with school-home relations	82.1%	87.3%	85.7%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
--	--	--

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	266	100	13.7	38.2	39.4	8.8	59.8	53.4	48.2	Yes	Yes
--------------	-----	-----	------	------	------	-----	------	------	------	-----	-----

## Gender

Male	151	100	12.6	42.7	36.4	8.4	55.9	49.5	41.7	N/A	N/A
------	-----	-----	------	------	------	-----	------	------	------	-----	-----

Female	115	100	15.1	32.1	43.4	9.4	65.1	58	55	N/A	N/A
--------	-----	-----	------	------	------	-----	------	----	----	-----	-----

## Racial/Ethnic Group

White	203	100	11.6	37.9	40	10.5	63.2	58	60	Yes	Yes
-------	-----	-----	------	------	----	------	------	----	----	-----	-----

African American	52	100	20.4	36.7	38.8	4.1	53.1	37.2	31.7	Yes	Yes
------------------	----	-----	------	------	------	-----	------	------	------	-----	-----

Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	61.5	70.4	I/S	I/S
------------------------	---	-----	-----	-----	-----	-----	-----	------	------	-----	-----

Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	34.5	38.4	I/S	I/S
----------	---	-----	-----	-----	-----	-----	-----	------	------	-----	-----

American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
-------------------------	-----	-----	-----	-----	-----	-----	-----	-----	----	-----	-----

## Disability Status

Disabled	52	100	49	31.4	7.8	11.8	27.5	18.2	16	No	Yes
----------	----	-----	----	------	-----	------	------	------	----	----	-----

## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
---------	-----	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

## English Proficiency

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	6.3	36.9	I/S	I/S
----------------------------	---	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

## Socio-Economic Status

Subsided meals	126	100	20.5	37.5	33.9	8	51.8	40.1	34	Yes	Yes
----------------	-----	-----	------	------	------	---	------	------	----	-----	-----

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	266	100	12.9	42.6	23.7	20.9	57.8	51.4	45.8	Yes	Yes
--------------	-----	-----	------	------	------	------	------	------	------	-----	-----

## Gender

Male	151	100	11.9	42	25.2	21	59.4	54	45.6	N/A	N/A
------	-----	-----	------	----	------	----	------	----	------	-----	-----

Female	115	100	14.2	43.4	21.7	20.8	55.7	48.2	45.9	N/A	N/A
--------	-----	-----	------	------	------	------	------	------	------	-----	-----

## Racial/Ethnic Group

White	203	100	10	41.6	26.3	22.1	62.1	56.6	59	Yes	Yes
-------	-----	-----	----	------	------	------	------	------	----	-----	-----

African American	52	100	22.4	51	10.2	16.3	40.8	31.2	26.9	Yes	Yes
------------------	----	-----	------	----	------	------	------	------	------	-----	-----

Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	76.9	71.3	I/S	I/S
------------------------	---	-----	-----	-----	-----	-----	-----	------	------	-----	-----

Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
----------	---	-----	-----	-----	-----	-----	-----	------	------	-----	-----

American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
-------------------------	-----	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

## Disability Status

Disabled	52	100	39.2	41.2	7.8	11.8	31.4	21.1	17.1	No	Yes
----------	----	-----	------	------	-----	------	------	------	------	----	-----

## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
---------	-----	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

## English Proficiency

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	18.8	38.7	I/S	I/S
----------------------------	---	-----	-----	-----	-----	-----	-----	------	------	-----	-----

## Socio-Economic Status

Subsided meals	126	100	20.5	44.6	20.5	14.3	48.2	38	31.4	Yes	Yes
----------------	-----	-----	------	------	------	------	------	----	------	-----	-----

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
--	----------------------------------	----------	---------------	---------	--------------	------------	--------------------------------------	--	-------------------------------------	---------------------------	-----------------------------

Science

All Students	168	100	21.8	35.3	17.9	25	42.9	40.4	35.7	96.1	96.3
Gender											
Male	98	100	22.8	28.3	15.2	33.7	48.9	44	37.4	96.1	96.2
Female	70	100	20.3	45.3	21.9	12.5	34.4	36.2	33.8	96.1	96.4
Racial/Ethnic Group											
White	133	100	17.1	32.5	21.1	29.3	50.4	46.9	49.2	95.9	96.1
African American	28	100	37	48.1	7.4	7.4	14.8	16.6	17	96.5	97
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	36.4	58	97.4	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	97.1	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	69.8
Disability Status											
Disabled	28	100	42.9	35.7	10.7	10.7	21.4	15.8	14	95.2	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	9.1	24.4	97.1	96.8
Socio-Economic Status											
Subsided meals	80	100	32.9	32.9	15.7	18.6	34.3	25.5	21.1	95.4	95.6

Social Studies

All Students	168	100	12.7	34.8	21.5	31	52.5	43.6	34	96.1	96.3
Gender											
Male	90	100	11.8	30.6	22.4	35.3	57.6	48.8	36.6	96.1	96.2
Female	78	100	13.7	39.7	20.5	26	46.6	37.3	31.3	96.1	96.4
Racial/Ethnic Group											
White	119	100	10.7	34.8	22.3	32.1	54.5	48.8	44.5	95.9	96.1
African American	40	100	15.8	36.8	21.1	26.3	47.4	27.2	19.1	96.5	97
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.4	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	23.8	27.5	97.1	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	69.8
Disability Status											
Disabled	33	100	34.4	28.1	12.5	25	37.5	24.3	14.4	95.2	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	15.4	27.3	97.1	96.8
Socio-Economic Status											
Subsided meals	82	100	16.4	39.7	16.4	27.4	43.8	31.8	21	95.4	95.6

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	90	100	9.3	31.4	45.3	14	59.3
	4	101	100	10.5	34.7	49.5	5.3	54.7
	5	90	100	17.6	49.4	31.8	1.2	32.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	8.3	26.7	50	15	65
	4	68	100	12.7	27	50.8	9.5	60.3
	5	74	100	17.4	53.6	26.1	2.9	29
	6	61	100	15.8	43.9	31.6	8.8	40.4
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	90	100	14	57	12.8	16.3	29.1
	4	101	100	13.7	36.8	28.4	21.1	49.5
	5	90	100	21.2	50.6	14.1	14.1	28.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	5	58.3	21.7	15	36.7
	4	68	100	9.5	39.7	30.2	20.6	50.8
	5	74	100	14.5	40.6	29	15.9	44.9
	6	61	100	22.8	31.6	12.3	33.3	45.6
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	44	100	16.7	38.1	31	14.3	45.2
	4	101	100	10.6	22.3	31.9	35.1	67
	5	46	100	24.4	31.7	22	22	43.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	33	100	9.7	41.9	38.7	9.7	48.4
	4	68	100	33.3	42.9	11.1	12.7	23.8
	5	36	100	11.8	23.5	14.7	50	64.7
	6	31	100	21.4	25	14.3	39.3	53.6
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	46	100	2.3	34.1	27.3	36.4	63.6
	4	101	100	8.5	26.6	27.7	37.2	64.9
	5	47	100	31.7	36.6	19.5	12.2	31.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	6.7	16.7	40	36.7	76.7
	4	68	100	6.3	20.6	25.4	47.6	73
	5	38	100	28.6	40	8.6	22.9	31.4
	6	31	100	13.3	76.7	10	0	10
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample